

The Jo Young Switzer Writing Award Rubric  
 Research Symposium  
 Manchester University

	<b>Superior</b>	<b>Strong</b>	<b>Competent</b>	<b>Inadequate</b>
<b>C O N T E N T</b>	An important controlling idea fully developed with concrete and vivid detail.	A controlling idea developed with consistently pertinent detail.	A controlling idea that is apparent and supported with relevant detail.	No discernible controlling idea.
<b>O R G A N I Z A T I O N</b>	Essay follows a logical progression that reveals a sense of symmetry and emphasis; topic sentences that make claims; paragraphs unified and ideas well-developed through quotes and textual examples; transitions that reveal the process of the argument.	Essay follows a logical progression; paragraphs unified and coherent; transitions that aid the reader.	Order of essay apparent; paragraphs unified and for the most part coherent; transitions functional.	Order and emphasis of essay indiscernible; paragraphing lacking or wholly arbitrary; transitions lacking.
<b>E X P R E S S I O N</b>	Sentences that are varied and thoughtful; diction that is fresh and precise; tone that complements the subject, distinguishes the writer's voice, and defines the audience.	Sentences that are varied and appropriate; diction that is clear; tone that fits the subject, persona, and audience.	Sentences that are appropriate but ordinary; diction that is generally clear; tone that is acceptable for the subject.	Sentences that are incoherent; diction that is inappropriate; tone indiscernible.
<b>U S A G E  M E C H A N I C S</b>	In accord with Standard Written English (SWE); quotes integrated into writer's sentences.	Generally in accord with SWE, without serious deviations.	Few deviations from SWE, including punctuation and spelling.	Serious difficulties with run-on sentences, fragments, s-v agreement and referents, or other issues in usage, punctuation, and spelling.

